NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND	School: Dane Barse
Chief School Administrator: DR. MARY GRUCCIO	Address: 240 S. Orchard Road Vineland, NJ 08360
Chief School Administrator's E-mail:mgruccio@vineland.org	Grade Levels: Kindergarten- Fifth
Title I Contact: JoAnne Negrin	Principal: Sylvia Morano
Title I Contact E-mail:jnegrin@vineland.org	Principal's E-mail: smorano@vineland.org
Title I Contact Phone Number: 856-794-6700	Principal's Phone Number: 856-794-6940

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❏ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __3,358,914.00__ , which comprised __96.23__% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 3,517,340.00 , which will comprise __97.35__ % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Read Across America Literacy Activities & Events	#1-2	Literacy Awareness		$2,000
Level readers from Scholastics and Reading A-Z	#1-2	Guided Reading, Targeted Instruction, Independent Literacy		$1,000
Parent Communication Tools Agendas/ Parent handbook	#1-3	Parent Involvement Communication Tools/Social Media		$3500
Chrome Books and cart	#1-3	Basic Skills in Literacy and mathematics		$8000
Educational Game Night, Math Night,	#1-3	Literacy		$1500

South Jersey Youth Alliance and parent involvement activities		awareness, increased parental participation, math skills and social emotional growth		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sylvia Morano	School Staff- Administration	X	X	X	
Elizabeth Anthony	School Staff- A-Team	X	X	X	
Janice Lonia- Jefferson	School Staff- Classroom Teacher	X	X	X	
Michele Thompson	School Staff- Classroom Teacher	X	X	X	
Olga Rafael	School Staff- Classroom Teacher	X	X	X	
Rhonda Bushman	PTO /Parent	X	X	X	
Lillian Torres-Santiago	Secretary	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
April 15, 2015	Barse School	Comprehensive Needs Assessment	X		X	
May 21, 2015	Barse School	Schoolwide Plan Development		X		X
August 2015(tentative)	Barse School	Program Evaluation		X		X

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Dane Barse is committed to empowering our children academically, creatively and morally so each can reach for the stars and made a positive difference in the world.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the program was implemented as planned.

2. What were the strengths of the implementation process? Teacher input, coaching in the area of English Language Arts, increased collaborative planning time ad updated ELA materials were viewed as strengths in this process.

3. What implementation challenges and barriers did the school encounter? The following were felt to be barriers: lack of funds and training opportunities, minimal parental involvement for PTO and educational presentations.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths included coaching and peer collaboration. Teachers were encouraged to conduct peer observations to increase knowledge of best practices. Weaknesses included budgetary constraints, parental involvement and scheduling.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Meetings and PLC times were used to obtain buy in from all stakeholders. PLC meetings provided the opportunity for staff to dialogue about effect classroom practices and ways to increase achievement.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Surveys, interviews/discussions and team meetings were used to measure staff perception. Surveys showed the staff would like more

training as well as the tools to do their job effectively. Staff felt Dane Barse was a good place to work and teacher's work to meet the needs of the students.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Surveys, informal discussion as well as attendance at various events were used to measure parent perceptions. Parents responded favorable to questions posed about Barse School. Parents feel their child is safe at Barse School and teachers have high standards/expectations. Parents enjoy coming to the events where children are performing and would like events surrounding Mother's and Father's Day.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?The methods of delivery included: one on one, small groups and whole group.

9. How did the school structure the interventions? Interventions were structured with a push in program for grades 1-3 in ELA for 5 days a week and Pull out for grades 4-5 in ELA- 2 days a week. Kindergarten students received support from the instructional assistants in the classroom. Students requiring interventions in Math for grades 1-5 received a pull out small groups twice a week for 20 minutes.

10. How frequently did students receive instructional interventions? Math grades 1st-5th twice a week for 20 minutes. ELA Grades 1st-3rd 5 days a week for 20 minutes, grades 4-5 twice a week for 20 minutes.

11. What technologies did the school use to support the program? Read 180 and Think Central were used to support the program. Chrome books were utilized in the classroom with Google Classroom incorporated into the lessons. Smart Boards, Laptops, and IPad enhanced the students learning.

12. Did the technology contribute to the success of the program and, if so, how? Yes, technology enhances the success of the programs. READ 180 provided instruction on the student level and documented growth of the students utilizing the programs.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	10	10	Basic Skills, Small group instruction	Targeted instruction, peer observations, basic skills instruction, updated curriculum and materials and increased guided reading, resulted in more students scoring in the proficiency range. High mobility rate, classroom size, truancy rate and loss of Basic Skills instructors are reasons students are still scoring below proficient. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students.
Grade 5	11	11	Basic Skills, Small group instruction	Targeted instruction, peer observations, basic skills instruction, updated curriculum and materials and increased guided reading, resulted in more students scoring in the proficiency range. High mobility rate,

				classroom size, truancy rate and loss of Basic Skills instructors are reasons students are still scoring below proficient. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4			Basic Skills, Small group instruction	Targeted instruction, peer observations, basic skills instruction, updated curriculum and materials and increased small group instruction, resulted in more students scoring in the proficiency range. High mobility rate, classroom size, truancy rate and loss of Basic Skills instructors are reasons students are still scoring below proficient. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students.
Grade 5			Basic Skills, Small group instruction	Targeted instruction, peer observations, basic skills instruction, updated curriculum and materials and increased small group instruction, resulted in more students scoring in the proficiency range. High mobility rate, classroom size, truancy rate and loss of Basic Skills instructors are reasons students are still scoring below proficient. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students.

Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	16		Basic Skills, Small group and individualized instruction	Limited of lack of preschool experience. High mobility and truancy rate resulted in students not achieving proficiency levels. Focus on ELA including Writer's Workshop, Guided Reading and best practices lead to improved scores. PLC meetings and data analysis also contributed to student success.
Grade 1	20		Basic Skills, Small group and individualized instruction	Limited of lack of preschool experience. High mobility and truancy rate resulted in students not achieving proficiency levels. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students. Focus on ELA including Writer's Workshop, Guided Reading and best practices lead to improved scores. PLC meetings and data analysis also contributed to student success.
Grade 2	21		Basic Skills, Small group and individualized instruction	Limited of lack of preschool experience. High mobility and truancy rate resulted in students not achieving proficiency levels. Additionally, in April Barse School

				lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students. Focus on ELA including Writer's Workshop, Guided Reading and best practices lead to improved scores. PLC meetings and data analysis also contributed to student success.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	13			Limited of lack of preschool experience. High mobility and truancy rate resulted in students not achieving proficiency levels. Additionally, in April Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students. Best practices and small group instruction lead to improved scores. PLC meetings and data analysis also contributed to student success.
Grade 1	13			High mobility and truancy rate resulted in students not achieving proficiency levels. Barse School lost 1.5 basic skills teachers. This loss will limit services to struggling students. Best practices and small group instruction lead to improved scores. PLC meetings and data analysis also contributed to student success.
Grade 2	16			High mobility and truancy rate resulted in students not achieving proficiency levels. Barse School lost 1.5 basic skills teachers. This loss will directly impact and limit services to struggling students. Best practices and small group instruction lead to improved scores. PLC meetings and data analysis also contributed to student success.

Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	SRA, Journeys, LEADS, PLC Meetings, ICR setting	Yes	Pre and Post Test information, Student grades, NJ Ask Scores	NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of year assessments and reviewing possible retentions. All classified students will be promoted to the next grade based upon IEP goals. All of our students will remain in the LRE- an In Class Resource room setting. The staff is focused upon increasing student achievement.
Math	Students with Disabilities	Everyday Math, PLC meetings, ICR settings		Pre and Post Test information, Student grades, NJ Ask Scores	NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA. Final evaluation data is not available for the 2014-2015 school year. Teachers are working on end of year assessments and reviewing possible retentions. All classified students will be promoted to the next grade based upon IEP goals. All of our students will remain in

Embedded table (ELA row, column 6):

Subgroup	Pass Rate	Target
School wide	59.6	57.5
Students with Disabilities	39.5	

Embedded table (Math row, column 6):

Subgroup	Pass Rate	Target
School wide	71.2	79.3
Students with Disabilities	42.1	

					the LRE- an In Class Resource room setting. The staff is focused upon increasing student achievement.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				34.8% of the students made the goals of .5 growth on AMOA1. AMOO2- Proficiency attained in 4 years or less was 17.2%. AMOO2- Proficiency attained in 5 years or less was 16.74%. We did not meet our AMAO goals and are working to tier our students appropriately.
Math	ELLs				34.8% of the students made the goals of .5 growth on AMOA1. AMOO2- Proficiency attained in 4 years or less was 17.2%. AMOO2- Proficiency attained in 5 years or less was 16.74%. We did not meet our AMAO goals and are working to tier our students appropriately.
ELA	Economically Disadvantaged	Journeys Series, LEADS, Basic Skills Instruction, READ 180, PLC Meetings,		Pre and Post Test information, Running Records Student grades, NJ Ask Scores	NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA. (see table below)

Subgroup	Pass Rate	Target
School wide	59.6	57.5
Black	52.6	52.9
Hispanic	62	60
Students with Disabilities	39.5	
Economically Disadvantaged	55.2	54.8

| | | | | | 108 observations were conducted. The breakdown of scores for the indicators on observations is:
33% of the scores were distinguished
64% were Proficient
4% were Basic
Less than 1% were Unsatisfactory
100% of the staff received a score of 3 or above on their ELA SGO goal.
Increased student achievement as a result of improved instructional practices as seen in the data above. The staff focused on closing the achievement gap for all students. |
| Math | Economically Disadvantaged | Everyday Math, Basic Skills Instruction, PLC Meetings, | | Pre and Post Test information, Student grades, NJ Ask Scores | NJASK scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black subgroup. |

Subgroup	Pass Rate	Target
School wide	71.2	79.3
Black	57.9	80.5
Hispanic	74.7	81.6
Students with Disabilities	42.1	
Economically Disadvantaged	70.5	76.4

108 observations were conducted. The breakdown of scores for the indicators on observations is:
33% of the scores were distinguished
64% were Proficient
4% were Basic
Less than 1% were Unsatisfactory

					97% of staff received a 3 or above on their SGO score in the area of math. 3% received a 2. Increased student achievement as a result of improved instructional practices as seen in the data above. The staff focused on closing the achievement gap for all students.
				Pre and Post Test information, Student grades, NJ Ask Scores	
ELA		Journeys Series, LEADS, Basic Skills Instruction, READ 180 PLC Meetings,		Pre and Post Test information, Running Records, Student grades, NJ Ask Scores	NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA.

NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA.

Subgroup	Pass Rate	Target
School wide	59.6	57.5
Black	52.6	52.9
Hispanic	62	60
Students with Disabilities	39.5	
Economically Disadvantaged	55.2	54.8

83% of the students receiving RTI services for ELA made at least a half of year's growth as measured through SuccessMaker. School wide 3 students were retained across the various grades. 2% of the students in grades 1-5 received a failing grade for their final grade.

RTI interventions were used to increase student learning for struggling students. Students not meetings with success were moved to another Tier providing more intensive support. The staff is focused upon increasing student achievement.

| Math | | Everyday Math, Basic Skills Instruction, PLC | | | NJASK scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black |

		Meetings,			subgroup.

Subgroup	Pass Rate	Target
School wide	71.2	79.3
Black	57.9	80.5
Hispanic	74.7	81.6
Students with Disabilities	42.1	
Economically Disadvantaged	70.5	76.4

68% of the students receiving RTI services for Math made at least a half of year's growth as measured through SuccessMaker. School wide 3 students were retained across the various grades. 1% of the students in grades 1-5 received a failing grade for their final grade.

RTI interventions were used to increase student learning for struggling students. Students not meetings with success were moved to another Tier providing more intensive support. The staff is focused upon increasing student achievement.

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities				
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)	
ELA	Students with Disabilities	CLI, Journeys, Grade Level Meetings, Running Record, Trainings, and PLC meetings	Yes	Surveys of the PD opportunities, Walk through of class instruction, Observations, assessment results	Math NJASK Score ELA NJASK Sores All special education students made progress towards their IEP goals. No students were declassified. Special education staff all met their their SGO's for both ELA and math.	42.1 39.5
Math	Students with Disabilities	Everyday Math, PLC and Grade Level meetings, Peer observation	Yes	Surveys of the PD opportunities, Walk through of class instruction, Observations, assessment results	Math NJASK Score ELA NJASK Sores All special education students made progress towards their IEP goals. No students were declassified. Special education staff all met their their SGO's for both ELA and math.	42.1 39.5
ELA	Homeless					
Math	Homeless					
ELA	Migrant					
Math	Migrant					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		CLI, READ 180, Journeys Training, Grade Level and PLC Meetings, Running Record, Peer Observations	Yes	Surveys of the PD opportunities, Walk through of class instruction, Observations, assessment results	NJASK scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA. 108 observations were conducted. The breakdown of scores for the indicators on observations is: 33% of the scores were distinguished 64% were Proficient 4% were Basic Less than 1% were Unsatisfactory 100% of the staff received a score of 3 or above on their ELA SGO goal. Increased student achievement as a result of

Measurable Outcomes subgroup table (within column 6 of the last row):

Subgroup	Pass Rate	Target
School wide	59.6	57.5
Black	52.6	52.9
Hispanic	62	60
Students with Disabilities	39.5	
Economically Disadvantaged	55.2	54.8

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					improved instructional practices as seen in the data above. The staff focused on closing the achievement gap for all students.
Math		Everyday Math, Grade Level and PLC meetings, Peer Observations	Yes	Surveys of the PD opportunities, Walk through of class instruction, Observations, assessment results	NJASK scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 ares- School wide and Black subgroup. 108 observations were conducted. The breakdown of scores for the indicators on observations is: 33% of the scores were distinguished 64% were Proficient 4% were Basic Less than 1% were Unsatisfactory 97% of staff received a 3 or above on their SGO score in the area of math. 3% received a 2. Increased student achievement as a result of improved instructional practices as seen in the data above. The staff focused on closing the achievement gap for all students.

Table within cell 6 (Math row):

Subgroup	Pass Rate	Target
School wide	71.2	79.3
Black	57.9	80.5
Hispanic	74.7	81.6
Students with Disabilities	42.1	
Economically Disadvantaged	70.5	76.4

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Author Nights Literacy Night, Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review,	yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. 92 attended the literacy night for Read Across America. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					May.
Math	Students with Disabilities	Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review, PTA meetings, Mathematics Night, SJYA Evening	Yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. Mathematical Bingo Night had approximately 94 in attendance. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in May.
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Author Nights Literacy Night, Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review,	yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. 92 attended the literacy night for Read Across America. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					May.
Math	Economically Disadvantaged	Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review, PTA meetings, Mathematics Night, SJYA Evening	Yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. Mathematical Bingo Night had approximately 94 in attendance. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in May.
ELA		Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review,	Yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PTA meetings, Mathematics Night, SJYA Evening			Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. Mathematical Bingo Night had approximately 94 in attendance. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in May.
Math		Friday Folder, Parent Teacher Conferences, Back to School Night, PARCC Night, 5th Grade Review, PTA meetings, Mathematics Night, SJYA Evening	Yes	Sign IN sheets, surveys	Improved home school connection increased awareness of curriculum were the goals. On average, 95% of our parents sign the Friday Folder each week. The Friday Folder is a main source of communication for academic information as well as school information. PTO meeting attendance is weak for parental

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. Mathematical Bingo Night had approximately 94 in attendance. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. Weather does contribute as a factor in attendance. Student of the Month Celebrations to honor and review Character Traits have an abundance of parents in attendance. Attendance was as follows- 132 attended in November, 160 attended in February, 150 in May.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, TerraNova, SRI, Running Records, Aims Web, Successmaker	**SuccessMaker**- Score indicated gains from September 2013 to June 2014 across all of the grade levels. 83% of the students receiving RTI services for ELA made at least a half of year's growth as measured through SuccessMaker. **TerraNova**- data reveals areas of strengths and weaknesses relating to the NJCCCS. **OLSAT** – data shows: 54 students tested in 2nd grade. The range of scores was 54-136 with the mean being 98.4. 54 students were tested in 5th grades, The range of scores was 73-138 with the mean of 100.8. **NJASK** scores indicate 60% of the students were proficient on the ELA section. School wide target were met in all subgroups for ELA.

Subgroup	Pass Rate	Target
School wide	59.6	57.5
Black	52.6	52.9
Hispanic	62	60
Students with Disabilities	39.5	
Economically Disadvantaged	55.2	54.8

Recommendation- Overall it is recommended that the current program should be continued however intensified. It is also recommended the instructional program for students below average be intensified and individualized. Teacher support is also

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		needed to increase students' achievement.
Academic Achievement - Writing	District Benchmark Testing	District Benchmarks appear to show an increase in writing proficiency,
Academic Achievement - Mathematics	*NJASK, TerraNova, , Success maker, District Benchmark*	***SuccessMaker***- 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through SuccessMaker. ***Terra Nova***- *data reveals areas of strengths and weaknesses relating to the NJCCCS.* **OLSAT** – data shows: 54 students tested in 2nd grade. The range of scores was 54-136 with the mean being 98.4. 54 students were tested in 5th grades, The range of scores was 73-138 with the mean of 100.8. ***NJASK*** *scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black subgroup.*

Subgroup	Pass Rate	Target
School wide	71.2	79.3
Black	57.9	80.5
Hispanic	74.7	81.6
Students with Disabilities	42.1	
Economically Disadvantaged	70.5	76.4

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		Recommendation- Overall it is recommended that the current program should be continued however intensified. It is also recommended the instructional program for students below average be intensified and individualized. Teacher support is also needed to increase students' achievement. These results reveal stronger scores in math as compared to Language Arts.
Family and Community Engagement	PTO Minutes PTO Sign-in Sheets Attendance at School Events	PTO sign in sheets indicated parental involvement is low for parental involvement. Staff involvement remains steady. PTO meeting attendance is weak for parental involvement, however staff does attend. An average attendance at PTO is about 1% of our student population. About 16% of the instruction

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		staff attends the PTO meetings monthly. Sign in sheets are collected for various extra events indicate parents are more likely to come out for "fun" events over "educational" activities. Mathematical Bingo Night had approximately 94 in attendance. SJYA Bullying Presentation had 64 in attendance, and Educational Family Game Night has 63 in attendance. Weather does contribute as a factor in attendance. It is recommended the school increases effort to boost parental involvement by forming a parental involvement committee and continue with activities and events encouraging family participation.
Professional Development	Turn Key Reports from district training Minutes from PLC meetings Job-embedded PD CLI	Children's Literacy Initiative was the vehicle for job embedded professional development. Mentoring and coaching both model classrooms and individual classrooms were devoted to training within the classroom environment. Teachers who currently utilize READ 180 and Waterford were also provided PD opportunities. PLC Meetings were also used as an avenue for Profession l Development via collaboration. During the meetings, teachers shared ideas and discussed research based best strategies. A review of measures indicated an increase in collaborative and job embedded professional development. It is suggested the current methods be continued as well as intensified. More intense professional development is also needed in the area of Reading/Language Arts as the scores still reflect significant weaknesses.
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities	NJASK, TerraNova, SRI, Running Records, Aims Web, Successmaker, IEP, KTEA	*SuccessMaker*- 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through SuccessMaker. *Terra Nova- data reveals areas of strengths and weaknesses relating to the NJCCCS.* **OLSAT** – data shows: 54 students tested in 2nd grade. The range of scores was 54-136 with the mean being 98.4. 54 students were tested in 5th grades, The range of

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		scores was 73-138 with the mean of 100.8. *NJASK* scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black subgroup.		
		Subgroup	*Pass Rate*	*Target*
		School wide	*71.2*	*79.3*
		Black	*57.9*	*80.5*
		Hispanic	*74.7*	*81.6*
		Students with Disabilities	*42.1*	
		Economically Disadvantaged	*70.5*	*76.4*
		Recommendation- Overall it is recommended that the current program should be continued however intensified. It is also recommended the instructional program for students below average be intensified and individualized. Teacher support is also needed to increase students' achievement. These results reveal stronger scores in math as compared to Language Arts.		
Homeless Students				
Migrant Students				
English Language Learners	NJASK, TerraNova, SRI, Running Records, Aims Web, Successmaker, Access testing, District Benchmarks	*SuccessMaker*- 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through SuccessMaker. *Terra Nova*- data reveals areas of strengths and weaknesses relating to the NJCCCS. **OLSAT** – data shows: 54 students tested in 2nd grade. The range of scores was 54-136 with the mean being 98.4. 54 students were tested in 5th grades, The range of scores was 73-138 with the mean of 100.8. *NJASK* scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black subgroup.		
		Subgroup	*Pass Rate*	*Target*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		School wide	*71.2*	*79.3*
		Black	*57.9*	*80.5*
		Hispanic	*74.7*	*81.6*
		Students with Disabilities	*42.1*	
		Economically Disadvantaged	*70.5*	*76.4*
		Recommendation- Overall it is recommended that the current program should be continued however intensified. It is also recommended the instructional program for students below average be intensified and individualized. Teacher support is also needed to increase students' achievement. These results reveal stronger scores in math as compared to Language Arts.		
Economically Disadvantaged	NJASK, TerraNova, SRI, Running Records, Aims Web, Successmaker, Access testing, District Benchmarks	*SuccessMaker*- 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through SuccessMaker. *Terra Nova*- *data reveals areas of strengths and weaknesses relating to the NJCCCS.* OLSAT – data shows: 54 students tested in 2nd grade. The range of scores was 54-136 with the mean being 98.4. 54 students were tested in 5th grades, The range of scores was 73-138 with the mean of 100.8. *NJASK* *scores indicate 71.2% of the students were proficient on the Math section of the NJASK. Targets were not met in 2 areas- School wide and Black subgroup.*		

Inner table (within Economically Disadvantaged row):

Subgroup	Pass Rate	Target
School wide	*71.2*	*79.3*
Black	*57.9*	*80.5*
Hispanic	*74.7*	*81.6*
Students with Disabilities	*42.1*	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		Economically Disadvantaged	70.5	76.4
		Recommendation- Overall it is recommended that the current program should be continued however intensified. It is also recommended the instructional program for students below average be intensified and individualized. Teacher support is also needed to increase students' achievement. These results reveal stronger scores in math as compared to Language Arts.		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? Data was gathered and analyzed. This data included but was not limited to- formative assessment, classroom benchmarks, NJASK Cluster analysis, and TerraNova results. Data was reviewed and needs assessments were conducted at Faculty, Grade level and PLC meetings. Discussions were also held at School planning team meetings and PTO meetings.

2. What process did the school use to collect and compile data for student subgroups? Since PARCC data was not available at the time of the plan, disaggregated data from NJASK was used. Running Records and benchmark testing data was studies at Intervention and Referral Services meetings, PLC and grade level meetings.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Assessment data is state supported. Read 180 is a research based computer program, which collects reliable data while students use the program.

4. What did the data analysis reveal regarding classroom instruction? Strengths and weaknesses are evident in classroom instruction. A continued effort is made to focus small group instruction on struggling students. We have found students are successful in the small group pull out groups but the carryover is not always attained in the classroom. Students slide back from where they left us in June to where they enter the next September. We continue to address and seek solutions to these concerns at PLC, grade level and Intervention and Referral Services meetings. We have seen an increase in referral to the I&RS team for additional assistance.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff can benefit from additional professional development. Staff would like more PD in technology. Staff expressed the value in job embedded Professional development. Staff felt peer observations were beneficial.

6. How does the school identify educationally at-risk students in a timely manner? Staff will analyze press-assessment data and monitor student progress throughout the year. Students are given district benchmarks to track progress. Intervention and Referral Services meetings are held monthly. Teachers meet during PLC and grade level meetings to discuss at-risk students and ways to increase success.

7. How does the school provide effective interventions to educationally at-risk students? Both push in as well as pull out programs will provide as-risk students with small group instruction. These students will receive a "double dose" of guided reading.

8. How does the school address the needs of migrant students? We do not have any migrant students.

9. How does the school address the needs of homeless students? Our homeless students receive the same services as other struggling students. The social worker reaches out to these families to see if assistance is needed.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? PLC and grade level meetings are used to engage staff in decision making upon review of pertinant data.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Transition visits occur between the Pre-School students and the 5th grade students. Administration is also visiting with other levels to learn about the various differences in each grade.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Priority problems and root causes were selected through data analysis. Data was used consisted of NJASK, student grades, teacher observation, and Read 180b data. Teachers analyzed the data during grade level and PLC meetings and found areas in which to improve upon.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap	Language Arts
Describe the priority problem using at least two data sources	Score indicated gains from September 2013 to June 2014 across all of the grade levels. 83% of the students receiving RTI services for ELA made at least a half of year's growth as measured through SuccessMaker. Only 60% of our 3rd, 4th and 5th grades scores proficient on the NJASK. Students in the various subgroups are working at least one year below grade level in math and not meeting AYP. 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through Success Maker. 71.2% of the students in grades 3-4-5 met proficiency on the NJASK. School wide and Black subgroups did not meet the established targets.	Score indicated gains from September 2013 to June 2014 across all of the grade levels. 83% of the students receiving RTI services for ELA made at least a half of year's growth as measured through SuccessMaker. Only 60% of our 3rd, 4th and 5th grades scores proficient on the NJASK.
Describe the root causes of the problem	Mobility rate, weak attendance, weak background knowledge, English as a Second Language, need for more parental involvement and instructional implementation.	Mobility rate, weak attendance, weak background knowledge, English as a Second Language, need for more parental involvement and instructional implementation.
Subgroups or populations addressed	All Students	All students
Related content area missed (i.e., ELA, Mathematics)	Language arts and Mathematics	Language Arts
Name of scientifically research based intervention to address priority problems	Children's Literacy Initiative, Everyday Math, Kid Biz, Waterford, Harcourt Reading Series and , Read 180, Success Maker, Strategic Teaching , and formative assessments	Children's Literacy Initiative, Everyday Math, Kid Biz, Waterford, Harcourt Reading Series and , Read 180, Success Maker, Strategic Teaching , Spotlight on English, and formative assessments
How does the intervention align with the Common Core State Standards?	All of the programs are designed to align with the CCSS.	All of the programs are designed to align with the CCSS.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Mathematics	
Describe the priority problem using at least two data sources	Students in the various subgroups are working at least one year below grade level in math and not meeting AYP. 68% of the students receiving RTI services for Math made at least a half of year's growth as measured through Success Maker. 71.2% of the students in grades 3-4-5 met proficiency on the NJASK. School wide and Black subgroups did not meet the established targets.	
Describe the root causes of the problem	Mobility rate, weak attendance, weak background knowledge, English as a Second Language, need for more parental involvement and instructional implementation.	
Subgroups or populations addressed	All Students	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Aims Web, Everyday Math, SuccessMaker, Response to Intervention, Singapore Math, Strategic Teaching , formative assessments, Voyager and Pinpoint Math	
How does the intervention align with the Common Core State Standards?	All of the programs are designed to align with the CCSS.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*					
ELA	Students with Disabilities	Harcourt, CLI strategies Successmaker/Kid Biz, LEADS , Basic Skills, Café Model, Reader's Workshop and Writer's Workshop , SRA Horizons,	Shared, Teachers, Supervisors, Principal	Benchmark test, report card grades. Students reading levels, NJASK Scores	Report from the National Reading Panel; NJDOE approved reading program Proven method for increasing student achievement: *nj.gov/education/profdev/pd*
Math	Students with Disabilities	Everyday Mathematics, Successmaker/Kid Biz, Basic Skills	Shared: Teachers, Supervisor, Principal	Benchmark test, report card grades. Students working at grade level, NJASK Scores	Scientifically-research based program state approved; everydaymath@uchicago.edu
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Harcourt, CLI strategies Successmaker/Kid Biz, LEADS , Basic Skills, Café Model, Reader's Workshop and Writer's Workshop ,Spot light on English	Shared, Teachers, Supervisors, Principal	Benchmark test, report card grades. Students reading levels, NJASK Scores	Report from the National Reading Panel; NJDOE approved reading program Proven method for increasing student achievement: *nj.gov/education/profdev/pd*
Math	ELLs	Everyday Mathematics, Successmaker/Kid Biz,	Shared: Teachers,	Benchmark test, report card grades. Students working at grade level,	Scientifically-research based program state approved;

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		Basic Skills	Supervisor, Principal	NJASK Scores	everydaymath@uchicago.edu
ELA	Economically Disadvantaged	Harcourt, CLI strategies Successmaker/Kid Biz, LEADS , Basic Skills, Café Model, Reader's Workshop and Writer's Workshop ,	Shared, Teachers, Supervisors, Principal	Benchmark test, report card grades. Students reading levels, NJASK Scores	Report from the National Reading Panel; NJDOE approved reading program Proven method for increasing student achievement: *nj.gov/education/profdev/pd*
Math	Economically Disadvantaged	Everyday Mathematics, Successmaker/Kid Biz, Basic Skills	Shared: Teachers, Supervisor, Principal	Benchmark test, report card grades. Students working at grade level, NJASK Scores	Scientifically-research based program state approved; everydaymath@uchicago.edu
ELA		Harcourt, CLI strategies Successmaker/Kid Biz, LEADS , Basic Skills, Café Model, Reader's Workshop and Writer's Workshop , SRA Horizons,	Shared, Teachers, Supervisors, Principal	Benchmark test, report card grades. Students reading levels, NJASK Scores	Report from the National Reading Panel; NJDOE approved reading program Proven method for increasing student achievement: *nj.gov/education/profdev/pd*
Math		Everyday Mathematics, Successmaker/Kid Biz, Basic Skills	Shared: Teachers, Supervisor, Principal	Benchmark test, report card grades. Students working at grade level, NJASK Scores	Scientifically-research based program state approved; everydaymath@uchicago.edu

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA		N/A			
Math		N/A			

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Peer observations, PLC Running Record Training, Journeys Training, Grade Level meetings, curriculum meetings	District Supervisor, CLI coaches, Principal, teachers	Increased students achievement on benchmark tests	www. Cliontheweb.org/content/evidencecli-success
Math	Students with Disabilities	PLC Meetings, Meetings with Supervisors	Teachers/administration	Increased students achievement on benchmark tests	Proven method for increasing student achievement NJ DOE Professional Learning Toolkit
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Peer observations, PLC Running Record Training, Journeys Training, Grade Level meetings,	District Supervisor, CLI coaches, Principal, teachers	Increased students achievement on benchmark tests	www. Cliontheweb.org/content/evidencecli-success

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		curriculum meetings			
Math	ELLs	PLC Meetings, Meetings with Supervisors	Teachers/administration	Increased students achievement on benchmark tests	Proven method for increasing student achievement NJ DOE Professional Learning Toolkit
ELA	Economically Disadvantaged	Peer observations, PLC Running Record Training, Journeys Training, Grade Level meetings, curriculum meetings	District Supervisor, CLI coaches, Principal, teachers	Increased students achievement on benchmark tests	www. Cliontheweb.org/content/evidencecli-success
Math	Economically Disadvantaged	PLC Meetings, Meetings with Supervisors	Teachers/administration	Increased students achievement on benchmark tests	Proven method for increasing student achievement NJ DOE Professional Learning Toolkit
ELA		Peer observations, PLC Running Record Training, Journeys Training, Grade Level meetings, curriculum meetings	District Supervisor, CLI coaches, Principal, teachers	Increased students achievement on benchmark tests	www. Cliontheweb.org/content/evidencecli-success
Math		PLC Meetings, Meetings with	Teachers/administration	Increased students achievement on benchmark	Proven method for increasing student

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Supervisors		tests	achievement NJ DOE Professional Learning Toolkit

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Central administration, the building staff and building administration will be responsible for evaluating the school wide program. Parents will also have input into the effectiveness of the program.

2. What barriers or challenges does the school anticipate during the implementation process? Opportunities for professional development and time for collaboration, scheduling constraints are all viewed as anticipated barriers. The loss of basic skills staff is also a challenge for how to effectively services all of the students with needs.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Meetings and collaborative time will be used to obtain buy-in from all stakeholders.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys, teacher feedback, meeting minutes, and informal staff conversations will gauge staff perceptions.

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys, PTO meetings and informal staff conversations will gauge community perceptions.

6. How will the school structure interventions? English Language Arts- Grades K- Instructional assistants will provide intervention. Grades 1-3 Daily push in for 40 minutes. Grades 4-5 twice a week pull out services for 20 minutes. Math- Grades 1-5 will receive 20 minutes twice a week for small group pull out instruction. Grades K- Instructional assistants will provide intervention.

7. How frequently will students receive instructional interventions? Students in grades 1-3 receive daily interventions in ELA and twice a week for math. Grades 4th and 5th receive twice a week supplemental support in ELA and Math.

8. What resources/technologies will the school use to support the schoolwide program? Basic skills teachers, district supervisors, the curriculum and technology will support the School Wide Program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? NJASK/PARCC scores, end of the year district benchmark assessment results, report cards grades, and TerraNova will be used to measure the effectiveness of the interventions.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?   The information will be shared at faculty meetings, grade level meetings, .PLC meetings, Back to School Night, and PTO meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	NJASK Workshop, Back to school Night, Various family nights Communication Tools-Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
Math	Students with Disabilities	NJASK Workshop, Back to school Night, Various family nights Communication Tools-Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	NJASK Workshop, Back to school Night, Various family nights Communication Tools-Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
Math	ELLs	NJASK Workshop, Back to school Night, Various family nights Communication Tools-Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	NJASK Workshop, Back to school Night, Various family nights Communication Tools- Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
Math	Economically Disadvantaged	NJASK Workshop, Back to school Night, Various family nights Communication Tools- Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
ELA		NJASK Workshop, Back to school Night, Various family nights Communication Tools- Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org
Math		NJASK Workshop, Back to school Night, Various family nights Communication Tools- Agendas, Friday Folders, Folders, Newsletters, Call-out System	Parents and students	School based staff	Edlawcenter.org

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school will engage the parents through various parental events. Frequent communication will assist in addressing the priority problems. Evening events, which will target areas of weakness, will be held to offer assistance to parents.

2. How will the school engage parents in the development of the written parent involvement policy? The district has a parental involvement policy, which was revised/updated during the 2014-2105 school year. The School/Parent Compact will be sent home each September with the students. IT is attached to the Acceptable Use Policy.

3. How will the school distribute its written parent involvement policy? The policy will be placed on the school website. It will also be sent home with the students in September.

4. How will the school engage parents in the development of the school-parent compact? The school will work together with central administration and parents to develop the compact.

5. How will the school ensure that parents receive and review the school-parent compact? Parents will be provided the compact with the opening of school paperwork. It is attached to the Acceptable Use Policy – which parents must sign agreeing to the use of technology.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community? Data will be reported at Board of Education meetings, on the school/district website and by newsletter.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Data will be reported at Board of Education meetings, parent meetings and on the school/district website.

8. How will the school inform families and the community of the school's disaggregated assessment results? Results will be shared at the Board of Education meetings.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? A representative from the PTO will be involved in the needs assessment and developmental stages. All parents were surveyed for their opinions, concerns and ideas to improve Barse School. Discussions were held during the PTO meetings regarding the needs for the school.

10. How will the school inform families about the academic achievement of their child/children? Parents are informed of individual test results via the mail. Parent Conference, report cards and progress are vehicles for informing parents of student progress or lack of progress. Parent/teacher conferences are held at a minimum of twice a year. Teachers keep parents abreast of student strengths/weaknesses. Parents are able to access student information through Genesis, the district's student information system.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Funds will be utilized to increase parental involvement and parent participation. The focus of these areas will be Literacy, Mathematics, PARCC preparation and social emotional well being of students. Food and materials will be used as incentives to increase attendance.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	We offer competitive salary to attract and maintain highly qualified staff. Staff is empowered to provide quality instruction for the students. They have a sense of efficacy through the collaboration at PLC and SPT meetings. Tuition reimbursement is offered to further enhance education by pursuing a master's degree. Administration, PTO and peers recognize staff. Staff receives token of appreciation for their hard work and dedication.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	We offer competitive salary to attract and maintain highly qualified staff. District support is offered through on-site Para professional test preparation is offered. Tuition reimbursement is offered. Administration, PTO and peers recognize staff. Staff receives token of appreciation for their hard work and dedication.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district through central administration and the Personnel office manage attracting teachers to high-needs schools.	Personnel Office/ Central Administration